

Agenda

- Changes to Curriculum and Instruction classes
- Selection of Fusion Reading program
- Teacher implementation information
- Fusion Reading monitoring procedures

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Curriculum and Instruction Restructure

- A committee was formed to create a new vision and structure for middle school and high school C & I classes.
- Communication
- Grading
- Organization
- · Time management
- · Progress monitoring

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C & I Focus

- First areas of focus for the district
- Reading
- Technology
- · Self-determination/self advocacy

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Vision Statement

• The CCS Curriculum and Instruction program will provide differentiated, specialized, and data-driven instruction in a caring, supportive, and highly structured learning environment overseen by highly qualified staff. Learning activities will be planned collaboratively and will be engaging, goal focused and delivered in a manner that focuses on the whole child and contributes to student success. The

Hatimate goal is to ensure the achievement

C & I Restructure

- Assumptions
 - Communication of high expectations for student and teacher performance
 - Instruction to address academic, social, behavioral, and functional needs of student
 - Two-way communication with parents, general ed staff, related service staff, support staff, and administration
 - Students evaluated using formative and summative assessments and IEP goals

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C & I Restructure

- Clear communication between students, parents, and gen ed teachers
- Classroom organization-lessons and activities based on IEP goals
- Grading-goal progress 80%, participation 20%
- · Class schedule



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C & I Restructure

- CCS determined a reading program was needed to address IEP goals in middle/high school
- Implementation of the reading programs Reading Mastery and Corrective Reading was already established
 - These programs did not meet the needs of the majority of students at the high school level



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Fusion Reading

- A comprehensive, research-based reading intervention program for students in grades 6-12
- Flexible, multi-year program that provides struggling adolescent students the skills they need to quickly become fluent, competent, and confident readers using award winning books that are relevant to their lives and problems they face

Panetts students who are helow grade CHILDREN

Fusion Reading

- Time commitment:
 - 90 minutes every day 1 year completion
 - 90 minutes every other day 2 years to complete
 - 60 minutes everyday 2 years to complete
 - 45 minutes everyday 2 years to complete
- Timeframe for program: Warm up, thinking reading, explicit instruction, vocabulary, and wrap up



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Fusion Reading

- · Instruction includes:
 - Establish the Course: thinking reading strategies for novel reading and explicit instruction for skill development
 - Vocabulary Process: An analysis of words' roots, prefixes, and suffixes with quizzes and answer keys
 - Prediction Strategy: shows students how to summarize what they have read
 - PASS Strategy: Provides instruction to help students succeed on state assessments
 - Possible Selves for Readers: Provides motivation strategies to help students understand how becoming expert readers can impact their futures.
 - Bridging Strategy: offers advanced phonics, decoding, word recognition, and fluency
 - Strategy Integration: Shows students how to use multiple strategies to become better readers.



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Fusion Reading

- CCS decided to pilot program in one of our four zones for middle and high school
- · Administration buy-in for both schools
- · EC purchased materials for all
- EC Teachers determined who needed the program based on IEP goals and created groups for C and I classes



Fusion Reading

- · First year implementation
 - Middle school barriers
 - High school success
- Second year implementation
 - Administration buy-in—testimonials from teachers
 - All four high schools



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Teacher Implementation

How have you implemented the program in your classrooms?

How do students feel about the program?

What are the best parts about the program that you or your students enjoy?

What are aspects of the program you will do differently in the future?



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Fusion Reading Monitoring

- Use of Curriculum-Based Measurements
- Procedure for entering data into Google Drive
- Data is used for monitoring effectiveness of program
- Data has become a tool for measuring progress on IEP annual goals



What is Curriculum-Based Measurement?

- Curriculum-based measurement
 - Data collection tools derived directly from the curriculum that student is expected to learn
 - CBM assessment tools created by teacher (pull material from class curriculum)
 - CBA assessments pulled from a package (i.e., Skill Builders, DIBELS, Aims-Web, EasyCBM)

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Curriculum-Based Measurement

CBM is believed to reduce the gap between assessment and instruction

Aides teachers in generating superior student achievement

Easy way to establish goals and present levels of performance

Higher level of sensitivity

Administration time is shorter

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Curriculum-Based Measurement Things to Remember:

- Designed to serve as "indicators" of general reading achievement: CBM probes don't measure everything, but measure the important things
- Standardized tests to be given, scored, and interpreted in a standard way
- •Researched with respect to psychometric properties to ensure accurate measures of learning

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Curriculum-Based Measurement Things to Remember:

- •Are sensitive to improvement in brief intervals of time
- Tell us how students earned their scores (qualitative information)
- Designed to be as short as possible to ensure "do-ability."
- Are linked to decision making for promoting positive achievement and problem-solving

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CBM Measures Chosen to Progress Monitor Fusion

- EasyCBM Passage Reading Fluency
 - -3 times a year
- Maze Fluency (surface level reading comprehension and fluency)
 - -10 times a year
- EasyCBM Reading Comprehension
 - -4 times a year

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Oral Reading Fluency

- Number of words read correctly per minute
- Many standardized passages available or you can make your own based on curriculum
- Current project used passages from EasyCBM

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Assessor Copy	For	rm 8-1	
Student Name:	Date:		
Place the Student Copy in front Student Copy as you read them	of the student. Point to the names or 1:	the	=
You'll have 1 minute to read as reading aloud at the top of the	d <u>Jimmy</u> . I want you to read this story much as you can. When I say "begin page. Do your best reading. If you ha o you. Do you have any questions? Be	," start	u d
2. Start the timer. 3. While the student is reading, m 4. At 1 minute, mark the last word 5. When the student gets to a logi	read with a bracket (]).		
Tricia had woken in a frenzy of excite	ement, but her day had since become	14	
more and more depressing with each passing	g moment. She had walked into the	27	
kitchen for breakfast, fully expecting cries	of, "Happy Birthday!" from her	38	
parents and sister, but was instead greeted	d by nothing but silence. Tricia was so	52	
shocked by this lack of birthday wishes the	at she failed to even ask why her family	68	_
sat mutely, as though today were a day like	any other. She started to feel really	84	
sorry for herself and wasn't sure what she	should do about it.	96	
At school, this disturbing pattern c	ontinued throughout the day. Tricia	106	
thought that her best friend, Jimmy, would	remember her special day. However,	118	
Jimmy, like her family, failed to offer any i	indication that he was aware of Tricia's	133	
birthday. Again, Tricia was too sad and emb	parrassed to point out to Jimmy that it	148	>
was her birthday. By the time school let ou	t and not a single person had wished her	165	
a happy birthday, Tricia herself was beginn	ing to feel like it was just an average	180	
day. She even began to second-quess herse	If and wondered if she had somehow	193	

MAZE Fluency

- (Comprehension)
 Students read silently for 3 minutes from 8th grade level Reading MAZE **Passages**
- Determine the number of correct answers

	Measure	Time	Test	What Is
			Arrangements	Scored
	CBM Maze Reading	3 minutes	Individual, Small Group,	# of Correct Answers
L	reading		Classroom	Allswers
			Group	

EasyCBM Reading Comprehension

Grade leveled passages with 20 multiple choice questions about passage Passages have national norms Currently free based on a classroom license



Student Copy

Every need and had even stopped to get her a milkshake on the way home. She doubted whether they would be so sweet this time, given the circumstances. As thoughts of punishment and guilt raced through Chan's head, the front door burst open and in flew Dante and her parents, faces beaming, Her brother ran to her immediately, scopped her off of the sofa, and gave her the bear hug to end all bear hugs. Chan thought she might pass out from the pain as stars swam before her eyes, and she couldn't help but emit a cry of pain. Her parents' darkened as they began to analyze the situation. She knew that it was no use hiding what had happened on the camel's back, and she drew in a pained breath before squeaking miserably, "Mom, Dad, I have something to tell you, and I don't think that you're going to like it."

- Why did Chan's dad compare a motorcycle to a cat?
 A. The engine sounded like a cat purring.

 - B. They both can have a dangerous side.

 C. A motorcycle can move fast like a cat
- Why was that part of the trail called the "camel's back" by Chan's family?
 A. That part of the trail was uneven: so it felt like riding a camel.
 B. That part of the trail had two large bumps like a camel did.
 C. That part of the trail had two sharp curves like a camel's back.
- Why did everything slow down as Chan approached the first hump on the trail?



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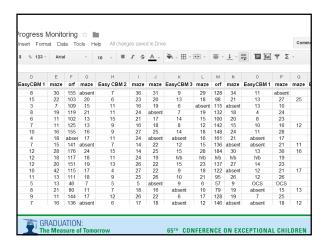
Monitoring Protocol

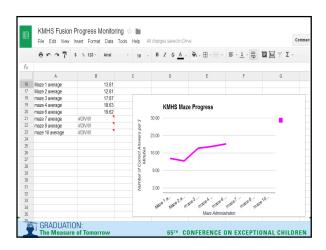
- · Teachers are given a schedule with what probes to give each week during the year
- After giving a probe teachers input data into Google Drive spread sheet
 - Each school has their own spread sheet
- · Spread sheet was set up to give whole school data about how students are improving

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Week	Date	Probe	Administration	Administration Time
1	10/5	EasyCBM 1	Whole group	25-35 min
2	10/12	No assessments	-	-
3	10/19	MAZE 22	Whole group	5 minutes
4	10/26	ORF 24, 25, 26	Individual	5 minutes per child
5	11/2	MAZE 24	Whole group	5 minutes
6	11/9	No assessments	-	-
7	11/16	MAZE 25	Whole group	5 minutes
8	11/23	No assessments	-	-
9	11/30	Maze 26	Whole group	5 minutes
10	12/7	EasyCBM 2	Whole group	25-35 min
11	12/14	No assessments	-	-
12	12/21	MAZE 27	Whole group	5 minutes
13	1/4	ORF 27, 28, 29	Individual	5 minutes per child
14	1/11	MAZE 28	Whole group	5 minutes
15	1/18	No assessments	Whole group	25-35 min
16	1/25	EasyCBM 3	-	-
17	2/1	MAZE 29	Whole group	5 minutes
18	2/8	No assessments	-	-
19	2/15	MAZE 30	Whole group	5 minutes
20	2/22	MAZE 32	Whole group	5 minutes
21	2/29	No assessments	-	-
22	3/7	ORF 30, 32, 33	Individual	5 minutes per child
23	3/14	No assessments	-	-
24	3/21	EasyCBM 4	Whole group	25-35 minutes
25	4/4	Maze 33	Whole Group	5 minutes

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Present Level of Performance and IEP Goal Monitoring

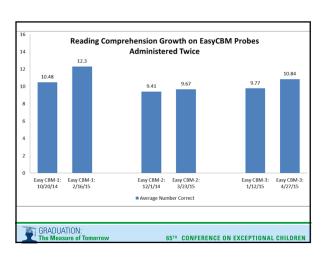
- Several teachers started to report that they were using the data to help with present level of performance, goal setting, and progress monitoring
- Several teachers reported that the data made the IEP process much smoother and were better able to explain functioning to parents.

GEVENNIVEAR teachers come to me first

Oral Reading Findings

- Overall baseline were very high for most schools so overall growth was not sustained in all classrooms
 - On average means above 120 words correct per minute
- Of the 12 students who had ORF data at start and end of year half where above 100 words by end of the year
- Overall average growth for students who started below 130 words grew on average GRADUATION:
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